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Jackson

# LIBRARY NEWS

## Mississippi State Library Commission

Chapter 131, Code 1930

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## FOUR POINT LEGISLATIVE PROGRAM FOR 1940

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- I. Appropriation for the State Library Commission—\$15,000 for the biennium. "A National Plan for Libraries," as revised and adopted by the council of the American Library Association, December 29, 1938, outlines the functions of the state library agency as follows:
  1. To develop effective state-wide public library service through:
    - a. A sound foundation of legislation, adapted to present conditions and providing for the establishment and operation of libraries by units of various sizes (as cities, townships, school districts, counties, and regions); with broad powers of contract; and with provision for nonpartisan control, tax support, certification of the professional staff, state aid, and other standards.
    - b. A program for district or regional libraries, or for regional branches of the state library agency, to cover the state.
    - c. Administration of state grants-in-aid and encouragement of local appropriations.
    - d. Administration of standards of service and of state certification of librarians, the latter either directly or through representation on a state board of certification.
    - e. Advisory and information service to existing libraries and in library establishment, through field visits, conference, institutes, correspondence, and publications.
    - f. Encouragement of citizen and trustee interest and understanding and general publicity for libraries.
  2. To develop a high quality personnel in the libraries of the state through:
    - a. Encouragement of training to meet the demands of progressive library service and of coordination among the library training agencies of the state and educational institutions.
    - b. Legal certification of librarians.
    - c. Improvement of working conditions through the encouragement of adequate salaries and retirement annuities and the establishment of satisfactory schemes of appointment, promotion, and tenure.
    - d. Advisory service in the placement of librarians.
  3. To provide a direct service of books, pamphlets and clippings, and visual material, and guidance in their use, to individuals, groups, and schools.
    - a. In states too small for division into library units.
    - b. In very sparsely settled or submarginal areas.

- c. Pending the development of complete library service, for individuals and groups who would otherwise lack it.
  - d. In some states, to serve as centers of distribution of books for the blind, provided by the Library of Congress for large sections of the country.
4. To provide a supplementary service of books, pamphlets and clippings, reading courses, and visual material for the libraries of the state.
  5. To encourage development of adequate library service in state educational institutions and in state hospitals and institutions for dependents and delinquents.
  6. To collect statistics and other facts on the status of libraries and to compile and publish reports and bulletins.
  7. To coordinate the library services of the state and to coordinate libraries with other educational services and agencies, so as to increase effectiveness and avoid waste and unnecessary duplication through:
    - a. Encouragement of coordination of all library resources in the interest of adult education, scholarship, and research, through union catalogs, interlibrary lending, exchange of duplicates, and inexpensive reproduction of the printed page.
    - b. Encouragement of coordination of public and school library service.
    - c. Coordination of library programs with those of other educational and social agencies.
  9. To cooperate with the library agencies of other states and with national library agencies.

The present appropriation of \$9,000 is not adequate to enable the State Library Commission to carry out the program as outlined above. May we urge you to make a study of the above activities, also be familiar with the present activities carried on by the State Library Commission. Public opinion must believe in the importance of the functions of the department before adequate support can be secured.

## II. State aid for libraries—\$50,000 annually.

What are the purposes of state aid? First, to provide library service for people still without it; second, to assist progress toward a more nearly equalized library service; third, to set desirable standards for progressive library service and to aid communities to reach them, whether those standards concern books or personnel, or extension service, or adult education.

From what source should state funds be provided? The State Lib-

rary Commission has agreed that the first law for state aid for libraries in Mississippi should provide for an appropriation from the general fund.

How shall state funds be appropriated—as a special appropriation act, or as a part of the appropriation for the state library extension agency? The State Library Commission has agreed that the first appropriation for state aid for libraries should be secured through a separate bill, authorizing the State Library Commission to administer it.

How should the state aid fund be administered? On a per capita basis to each county as a separate unit, or regional libraries, or for regional branches of the State Library Commission. The State Library Commission and the State Planning Committee are working on a state plan to provide state-wide library service. This plan has not been formulated but the State Library Commission has studied carefully the facts of the present library condition of the state, total population of each county—both negro and white, the assessed valuation of each county, the income from each county based on a minimum of .15 per capita, proposed state and federal aid .05 per capita for first year, area of each county, rural population of each county. As a result of this study the Library Commission is of the opinion that state aid should be administered on some kind of regional scheme prorated on a per capita basis. Temporary maps have been drawn showing regional libraries composed of from two counties to six counties, average four counties to the region thus making a maximum of twenty-two regions. Such a plan would mean that the state would finance a minimum of library service, the region itself and its local units being responsible for further development according to its own needs and resources. Plans have also been worked out on the basis of regional centers or branches established by the state for direct library services, including the coordination of existing libraries. This plan would mean from eight to ten regions, an average of eight to ten counties to the region.

Before such a program can be successful library trustees, librarians, and the public within service area of existing libraries must study their local situation, library needs and conditions, and must face with an open mind the wonderful possibilities that can come from coordination of our present existing library resources. If the federal aid bill is passed, a coordinated program with the public school and the adult education program will be of untold value in providing adequate library service to the state. Through coordination with the adult education program, there is a possibility of securing for each region a specialist in readers' advisory service, also additional funds for books, but public libraries must prove that they are giving adult educational service in order to qualify for aid under the title Adult Education in the Federal Aid Bill.

### III. State Library Commission authorized to receive and administer federal

and state grants. The draft of the bill approved by the State Library Commission is as follows:

1940 supplement to Mississippi Code 1930, Chapter 131 Section. 5391. (a) Commission authorized to accept and administer funds from Federal Government and other agencies. The State Library Commission is hereby authorized and empowered to receive, accept and administer any money or moneys appropriated or granted to it, separate and apart from the general library Commission fund, for providing and equalizing public library service in Mississippi.

(1) By Federal Government, and

(2) By any other agencies, private and/or otherwise.

The fund herein provided for shall be administered by the State Library Commission of Mississippi, under authority of Section five thousand three hundred ninety-one, Statutes of Mississippi, which body shall frame by-laws, rules and regulations for the allocation and administration of this fund.

The fund shall be used to increase, improve, stimulate and equalize library service to the people of the whole state, and shall be used for no other purpose whatsoever except as herein after provided, and shall be allocated among the counties of the state, giving special consideration to some system of regional libraries or other agencies whereby better library service than now possible can be given to the people of the state especially to rural schools and farm homes, also taking into consideration local needs, area and population to be served, local interest as evidenced by local appropriations and such other factors as may affect the state program of library service. A draft for the State Aid Bill is as follows:

An act; to make an appropriation from the general fund for state aid to public libraries.

Section 1. There is hereby appropriated from the moneys in the State Treasury to the credit of the general revenue fund to the State Library Commission the sum of one-hundred thousand dollars (\$100,000) for the purpose of equalizing library service throughout the various counties. The sum hereby appropriated shall be for the Biennium beginning July 1, 1940, ending June 30, 1942.

The moneys hereby appropriated shall be paid by the Treasurer of State on the warrant of the Auditor of State on vouchers issued by the State Library Commission and shall be available for expenditure for salaries, books, periodicals, other publications, library supplies, equipment, and for other current operating and maintenance expenses of public-library service.

IV. Certification of librarians. For copy of draft, please refer to **Library News**, Vol. III, No. 1.

## THE COUNTY LIBRARY, WHAT IS IT?

What do we mean when we talk so easily and enthusiastically about county libraries? What is a county library? When one thinks of county libraries one should visualize the vast number of men, women, and children, who are living all kinds of lives and in all types of communities. The county library is a system of book service that reaches all of the people of the county, regardless of where they live or how they live. In reality the county library is just like any other public library with the county as the corporate and taxing unit rather than the city, village, or township. There must be two types of service—community service and school service, and a very complete organization is needed for this extension work.

In establishing a county library where there is no existing library the state law makes provision for the appointment of the library board by the county board of supervisors, funds to be appropriated from the general fund, the state law also makes provision for two or more counties to form a regional library which is in reality a county library with increased service area. After the appointment of the library board, the most important problem which confronts it is the librarian. The library is three-fourths librarian. The qualifications of a good county librarian are the same as for any—plus much more. She must have a rural viewpoint and a knowledge of local rural conditions. We cannot emphasize too much the importance of education, training, and experience.

After the librarian is secured and the book collection is started, the next important step is the selecting of locations for the various stations and branches. In a county system as many agencies as possible must be established at once, with the main library, in reality like a warehouse from which the books are distributed and reference material and special information furnished. It is probable that all of the small towns and villages will need branches and that the very small communities can be cared for with stations. If the library has an adequate appropriation, funds should be set aside for a book truck, not only to be used in distributing books to the various centers, but to give the people who live in the open country and not very close to a station, house to house service. However, if the library funds are limited, a delivery truck should be used rather than an expensive bookmobile. Some adequate means of transportation is essential to the life of the institution, and a Ford pickup will carry numbers of boxes of books and save money to buy more books, or increase the service in other ways.

As the library grows, permanent collections will be developed in the branches, being kept fresh with frequent additions of new books from the main collection at headquarters. The smaller collections in the stations will be changed frequently, and the books which are not popular in one place will be transferred to another. All of the books in the entire collection will be on call for special need or demand. The records at the main library will show the location of every book, and one copy of an expensive or little called for title can be made to serve several communities adequately and promptly.

The schools, more than any other group, are going to benefit from this service. Instead of one new collection of books a year, as was the case when they were entirely dependent upon their own funds, the county library is going to be in a position to supply them with new books as often as they are needed throughout the school term. All of the schools in the county will have the benefit of a large reference collection at the central library, and can give their students the same advantages as the city schools. The juvenile collection must be selected to take care of the supplementary and recreational reading needs of the elementary and rural schools, and the many reference requirements of the high schools. The service to schools cannot be too much emphasized, and this alone would justify county libraries.

The state law makes provision for a county to contract with an existing city library for services in the rural areas. In this case provision for a county department or division is made, with a trained and experienced librarian in charge. Through this department service from the public library is extended to the various branches, stations and schools. With the backing of a well-established library, the initial cost of county library service is not as great as with a totally new organization; but to be a success it must give trained service, furnish a good collection of books, develop branches for towns without libraries, supplement small libraries already existing, and furnish truck or station service in the sparsely settled districts.

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#### WINNING LOCAL SUPPORT FOR THE LIBRARY

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Does the public library render a service which will justify support from public funds? Librarians, trustees, and friends of the library must keep public officials informed of the importance and functions of the library. The library can no longer be justified on the basis of large circulation figures and its recreational activities. It must be shown that the library is an adult education institution and is of social value to the community. If we believe such statements as "the success of our democratic form of government depends on citizens being intelligent and well informed—depends on wide spread education, the public library carries on and gives permanent value to the work of the schools; our educational system is incomplete until public libraries are within the reach of everyone," then how can we justify only \$69,000 support from public funds for library service in 1938; only \$22,000 for books and \$29,000 for salaries. This amount is much less than many of the city school budgets in the state. Fifty-seven persons were employed in the existing public libraries of the state, and only forty-eight of this number paid from local public funds.

First, we must mold public opinion for the library. Community sentiment must be made articulate and vocal and fired with conviction and earnestness. The best publicity is service itself. Library service must be given efficiently and cheerfully. There must be sustained publicity without overstatement through newspaper articles, talks before

civic organizations giving information about the library and services available for the community.

Before publicity is begun, the librarian and trustees must know the community. What is done for adult education? Who are the group leaders? What are the interests? What proportion of the children attend school, high school and college? What are the cultural agencies? Is the city or county doing as much for the library, relatively speaking, as it is doing for other civic activities? Is it doing as much for the library as other cities and counties similarly situated?

When the community is carefully studied, then turn the search light on the library. Can it bear a frank and complete exposition? Is it prepared to give proper service to children? To provide recreational and vocational reading for adults of all interest groups and on all cultural levels? To provide timely information on important local, state, and national issues? To afford continuing education for large groups unable to study in schools and colleges? To provide complete service to rural schools of the community?

What is the circulation per capita? What is the cost per unit of circulation? What is the financial support per capita? What are the training and experience of the staff? What provision is made for distribution?

What is an adequate budget for a county program as outlined in this issue in the article, "The County Library, What Is It?" Standards for a public library as approved by the American Library Association have been included in this issue. It will be many years before Mississippi can support such a program, but we must set some goal as a minimum of standard library service. In view of the present effort to pay for those within service area as .16 per capita, there is some justification in setting this figure as a minimum for a period of possibly three or four years. Further information on this subject may be secured in *Library News*, Vol. III, No. 1, "Local Support Essential for a State-Wide Library Program." It is true that one of the big obstacles is the matter of taxation. Even though people are convinced of the value of such service they feel they cannot afford it, but libraries could often be granted more adequate budgets through an adjustment, not an increase in the city or county budget, without raising taxes as a whole.

Another great obstacle in extension service is jealousy between communities. They see only the boundary line of their own towns and can not see the advantage of sharing service with a large unit. As I study the situation I am convinced that the first and foremost problem is the lack of understanding of the service. There is a lack of understanding among the trustees, the librarians, and the public.

In winning support for the library, final publicity should take the form of an extensive and intensive campaign which should run from four to six weeks. Such a campaign has as its chief objective winning a few individuals. The legal form of the library's organization is controlling in that it de-

termines the individuals to be approached. The most effective way is where librarians, board members, and friends of the library work together. The first step in launching such a campaign should be visitations by those who believe in the functions and importance of the library to organized groups to enlist their active support of the library program and assistance in interpreting it to the community.

Next step—organize a good central publicity committee with wide representation in the community. This committee must have information as to present library service, understand its needs, and know how to present the educational value of the library. Keep the campaign constructive, make use of posters, leaflets, and newspaper articles. Each local community should be made responsible for informing their own neighborhood and to work with the schools in its vicinity. What can you do?

See your board of supervisors and ask their help in getting support for the library.

Urge every organization to which you belong to send resolutions to the county board asking adequate support.

Write letters telling of the value of the library to the community.

Talk to your friends and neighbors.

Get business men, men's service clubs, key people in political and civic organizations to contact the board members—"Public officials are responsive to public opinion when it is local."

The final steps of the campaign—the library board should present a detailed budget adequate to support a progressive library program to the county board of supervisors in August. Along with this request should be a detailed letter showing: First, justification of adequate support; second, budget summary divided—salaries 50-55 percent; books 25 percent; other expenses including supplies, insurance, heat, light, water and other operating expenses 20 percent.

According to John B. Kaiser, Librarian, Oakland Public Library, to summarize securing adequate support depends primarily on the following:

1. Sound basic legislation.

2. Library boards intelligent, active, and courageous enough to fulfill their duty by stating, and if necessary by demanding, support adequate to meet all legitimate calls upon their institution for service.

3. Complete confidence between the appropriating body, the library board, and the library administration.

4. A public informed as to library needs and library service facts.

5. Library service rendered unstintingly, efficiently, and cheerfully.

6. City officials themselves informed and satisfied library patrons.

## **"COORDINATION OF PUBLIC SCHOOL AND PUBLIC LIBRARY SERVICE"**

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Since we now have before us the prospect of Federal Aid to Education, including Libraries, too much time and thought cannot be given to an adequate state plan for the administration and expenditures of these funds. Federal aid for rural library service must be administered by a state library agency. In the provision for federal aid to school libraries, there is the possibility of more definite cooperation with public libraries. According to the bill as tentatively drafted, provision for school library service should be considered in relation to a "cooperative and integrated library system through the state." This system is working and has worked very successfully in many states. In fact, the states that have the best county system of library service have this type of program. Surely Mississippi with eighty-three percent of the population rural, low income per capita, low assessed valuation, can afford to consider very carefully and open mindedly a program that has shown by experience to be the most economical, while at the same time giving better and more progressive library service. Particularly is this type of service to be desired for the rural schools.

Miss Lois Shortess, Supervisor of School Libraries in Louisiana, in speaking of cooperation between school and public libraries at the Library Section of the Mississippi Education Association stated the advantages of such a system are:

1. Economy of operation effected by cutting overhead expenses, since book buying, cataloging, mending, etc., are done for both agencies at the central library.
2. Small schools that are unable to provide services of a trained librarian have supervision by the trained personnel of the public library.
3. The school librarian, relieved of mechanical and technical processes involved in preparing books for circulation, has more time for reading guidance and for helping teachers and students with reference work.
4. Both school and public libraries have access to a larger collection of books, the united holdings of all the branches being available on loan to any borrower, and being accessible through a union shelf list of catalog at the headquarters library. In addition, rural school libraries often have bookmobile service.
5. School librarians chosen or recommended by the public librarian may often be better qualified than if chosen by school authorities.
6. The school librarian feels a closer connection with the public library, through using its resources; the public librarian keeps in closer touch with school needs and interests, thus giving more intelligent and more complete service to the young people of school age.
7. There is no decided break for young people in transferring from the school to the public library when the pupil leaves school.

8. Sometimes school support comes more easily than support for public libraries, in which case the public library may benefit financially.

9. Public library branches located in schools are usually kept open during the summer vacation and on holidays, affording greater service to readers.

Miss Shortess also stated that some disadvantages, or at least dangers, must be recognized. Some of these are:

1. School library work and school needs are specialized. Often public librarians do not have the school point of view.

2. There may be some difficulty in harmonizing the aims and policies of the two agencies.

3. School demands are heavy and insistent, and school library accrediting standards must be met. These facts make it difficult sometimes to avoid giving the school an over-proportion of funds and service.

4. If in the combined service school library rooms are used for public library service, the school may not be located in the center most suitable for a public library branch. Then, too, the public often feels a hesitancy about coming to a school building, especially if the room is not on the ground floor with an outside entrance.

5. The public library may be inclined to think of the school libraries as mere extension, rather than to develop them as real school libraries.

6. It may be difficult to get financial support from the school board for the school library service, the school board considering this service a duty and responsibility of the public library.

Miss Shortess by way of summary set up some warning signals and guide posts. They are as follows:

First, and most important to my mind, a joint service should receive joint financial support. The school board should pay for its share of library service. (Senate Bill 166, Mississippi Laws 1938, Chapter 289, Section 6. Any school district may contract for school library service from any existing library, such service to be paid for from funds available to the school district). The budget of most public libraries is too small to allow for adequate service to both public and school libraries. The school board may contract with the public library board, or, when a tax measure is proposed, it may be made large enough to cover complete service to both school and public library. In other cases state aid funds due the school library may be turned over to the public library; but in some way the school should be made financially responsible for the service it is to receive.

Second, there should be a very definite and detailed understanding between the library board and the school board as to the type of services to be rendered each, the financial responsibility of each, and the amount of service that may be expected by the school board. The responsibility of

each board should be definitely determined in such matters as the employment of the school librarian.

3 Third, to quote Miss Fargo: "Classroom collections, traveling libraries, and such devices should not be regarded as comprising genuine and complete school library service." In the high schools and in the larger elementary schools the school branch should be a genuine school library, with a fairly permanent book collection which meets at least minimum standards of the accrediting agencies and which supplies school needs.

4 Fourth, the public librarian must be a person having knowledge of and sympathy with school library needs and conditions.

"Realizing the advantage of cooperation, recognizing the dangers and working these out in a mutually satisfactory manner, a state planning board, or local school and public library boards can, I believe, work out a plan for a cooperative centralized service that will be to the decided advantage of both the school and the community."

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#### WHAT LIBRARIES CAN DO TO AROUSE COMMUNITY INTEREST IN ADULT EDUCATION

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With the possibility of federal aid which makes provision for adult education librarians and library trustees will be faced with the problem of determining what type of service is adult education service. The appropriation for adult education according to the proposed bill will be administered through the state department of education. "The educational authority shall appoint and consult with a representative council composed of one member from each major type of adult educational activity or service in the state, with due regard for the adult educational services of both rural and urban areas." A part of this fund may be used for books and salaries in the public library, provided the library proves that it is giving adult education service.

An Institute was held at the University of Chicago in the summer of 1937 which had as its theme "The Role of the Public Library in Adult Education." Libraries, so librarians thought were adult education institutions, but since such men as Dr. Alvin Johnson, author of the book, "The Public Library—A People's University," states that many of the activities of the library of the past are not adult education activities, much thought and study is being given to this subject by authorities in the library field. "Helping the Reader Toward Self-Education," by John Chancellor, adult education specialist, American Library Association, and others, is a very valuable contribution and should be in every library. Mr. Chancellor states that "self-education through guided reading is the public library's greatest opportunity for adult education. Despite this, it is the phase of adult education work in which libraries have perhaps made least progress." To many librarians adult education means service to clubs, forums, parent groups, or the departmentalized readers' advisory service of the large Metropolitan library.

Both conceptions overlook the smaller library's richest and most important opportunity—self-education service to the individual. This is a service possible in some degree in almost every public library with an intelligent, alert, and interested staff. Library staffs can make out lists for clubs, forums, and individuals. Many excellent lists such as "Reading with a Purpose Series," "Self-Education," "Give Yourself Background," "Books That Have Shaped the World," "By Way of Introduction," etc., may be secured for readers' advisory service. Such lists give the individual an opportunity to introduce a certain amount of system into reading. Displays give suggestions to the reader, open shelves enable the patrons to serve themselves.

Mary U. Rothrock, Supervisor of TVA Libraries, addressed the Institute in Chicago on the topic, "The Library in Relation to Adult Education." This article is included in the book compiled by Dr. Louis R. Wilson, "The Role of the Library in Adult Education," and should be read by every librarian and trustee.) Miss Rothrock states that the library, more than any other institution, is in a position to integrate the separate programs of all community agencies of adult education into a complete, unified whole. To do this successfully, however, will require organized, trained, and intelligent work, not with individuals alone, but with the group leaders of all the educational agencies of the community."

The library should supply the many and varied materials such as films, slides, posters, charts, maps, and exhibit objects for the community's adult education activities. Books, too, are educational supplies and if they are to be effective they must be liberally provided and freely used. Librarians, themselves are in a position to contact the group leaders of all adult education activities and individuals,—agricultural extension, private correspondence schools, men's and women's clubs, public schools, radio, recreation, unemployed relief, university extension, adult vocational education, etc.—and to promote the idea of a complete community program in which all agencies pool their resources for the welfare of the community.

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#### FEDERAL AID BILL BEFORE CONGRESS

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You have received the leaflet "Federal Aid for Libraries" issued by the American Library Association. It is hoped that you have read carefully this leaflet and have taken it up with your trustees. May we urge you and your trustees to follow the suggestions, "What You Can Do," included in the leaflet.

Basic principles of the federal aid bill, as given by Senator Thomas in introducing it are as follows:

The purpose of the bill, as set forth in the general statement of policy with which it begins, is to assist in equalizing educational opportunities without federal control over the educational policies of states and localities. The administrative features of the bill have been given careful attention with this purpose in mind. Every effort has been made

to avoid any necessity or even occasion for the intervention of federal administrative officials. After the states have accepted the act, or the various parts, which are separable, and have complied with a limited number of specific provisions, the Commissioner of Education is directed to certify payment of the grants. He is not directed or authorized to approve or disapprove any plans of the states for the expenditure of the funds. He is, however, required to audit the expenditures after they are made and to make an annual report setting forth in detail the extent to which each of the states has accomplished the equalization of educational opportunity in comparison with previous years.

The status of the bill as released by the American Library Association March 13 is as follows:

#### **Senate Committee Hearings**

On March 2, 3, and 10, hearings on S. 1305, the federal aid to education bill, were held by a subcommittee of the Senate Committee on Education and Labor.

Mr. Milam and Mr. Spaulding represented the A.L.A., speaking briefly and filing a statement.

Other witnesses included Dr. Reeves, for the Advisory Committee on Education; President Frank Graham, University of North Carolina, for certain Southern educational organizations; National Federation of Business and Professional Women's Clubs; Progressive Education Association; Vocational Education Association; American Association of School Administrators; N.E.A. Adult Education Department; American Youth Commission; A.F. of L.; C.I.O. and many others.

The opposition consisted of three persons: Rev. Thomas E. Little, American Policy Defense Association; General Fries, representing Friends of the Public Schools; and Wilbur Helm of Evanston, representing Friends of the Public Schools and the Church League of America.

#### **Next Steps**

A favorable and prompt report by the Senate Committee on Education and Labor is anticipated. Action by the Senate will then be sought. In the House, the date for hearings by the Committee on Education is still to be set.

#### **Action Needed**

Members of Congress seemed to the A.L.A. representatives quite aware of the interest of librarians in federal aid—thanks to the many communications they had received. They still want to know, however, what non-professional groups and individuals think about it. It is therefore suggested:

1. That librarians put first efforts into interesting citizen groups of

all kinds and especially rural groups; and also individuals, including state and local officials.

2. That they suggest individualized, personal letters, telling of library needs, rather than quoting formal resolutions.
3. That care be taken to have the correspondents express thanks and approval to those Congressmen who have already promised support.
4. That letters to Representatives (other than Chairman Larrabee of the House Committee on Education) include the suggestion that they ask their colleague, Chairman Larrabee, to hold a hearing promptly.

#### State Support

Both the Arkansas and Utah legislatures have passed resolutions urging Congress to act favorably on federal aid to education.

The Tennessee legislature made an appropriation to set up a library division in the State Department of Education, as requested by the State Library Association, in order to be eligible for federal aid for libraries, but made that appropriation contingent on passage of federal aid.

The Oregon legislature authorized the State Library to receive and administer federal grants.

#### Educators Endorse

At the meeting in Cleveland of the American Association of School Administrators, February 26 to March 2, the following resolution was adopted:

"The American Association of School Administrators expresses unqualified support of the policy of federal aid for public education. It extends to the President of the United States wholehearted appreciation of his pronouncement upon the principle of federal aid to education in the various states, based on an equalization program, as voiced in his address given at the convention of the National Education Association in New York City last July. An equalization program is the essential feature of federal aid since states (and localities within states) are, beyond all possible doubt, extremely unequal in ability to support the educational program so necessary to the continuance of democratic government.

"The Association urges a forceful campaign by educators for the enactment by Congress of legislation that will provide a desirable program of federal aid for the American public schools. We believe that such a program is embodied in Senate Bill S. 1305."

At the annual meeting of the Mississippi Education Association held in Jackson, Mississippi, March 22-25, J. S. Vandiver, State Superintendent of Education, urged all administrators, trustees, and teachers to write letters to their congressman asking them to support the bill, Federal Aid for Education.

Latest information on the Federal Aid Bill released by A.L.A. March 22, 1939.

#### **Committee Acts Favorably**

On March 21, the Senate Committee on Education and Labor reported favorably to the Senate on the Harrison-Thomas bill, S. 1305. This vote was based on the hearings held March 2, 3 and 10.

#### **Next Steps**

In the Senate—consideration and a vote by the Senate itself as soon as Senator Thomas can bring the bill up on the floor. Last June, the Senate majority leader, Alben W. Barkley, of Kentucky, promised help in securing prompt consideration this winter.

In the House—a hearing by the Committee on Education. Chairman Larrabee has not as yet set a date for a hearing.

#### **Action Needed**

1. Now is the time for all friends of libraries to let their Senators know of the need for federal aid. Since the Senate is a comparatively small body, it is particularly important to reach every Senator.
2. Letters from individual laymen and citizen groups of all kinds and particularly rural groups are needed to supplement action by professional librarians.

#### **Hope Expressed**

The "Washington News Letter on Social Legislation" for March 16 says:

"With better than even chance of passing the Senate, this bill reflects an increased recognition of the fact that the inability of rural areas to provide adequate schools and libraries is a matter of grave national concern."

#### **More State Support**

Resolutions by the Alabama and North Dakota legislatures urging favorable action by Congress have been reported to the A.L.A. since the circular of March 13.

The West Virginia legislature made a small first appropriation for the state library commission, authorized the governor to add to that if necessary to secure federal grants, and authorized the library commission to administer them when available.

The Washington State legislature reduced the appropriation for the State Library for the coming biennium (which would have made the state ineligible for federal aid for libraries) but provided a supplemental budget, contingent on federal aid, in order to be eligible for it.

## **STANDARD FOR PUBLIC LIBRARIES**

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The public library is maintained by a democratic society in order that every man, woman, and child may have the means of self-education and recreational reading. The library provides materials for education and advice in their use. It diffuses information and ideas necessary to the present welfare and future advancement of a community. It strengthens and extends appreciation of the cultural and spiritual values of life. It offers opportunities for constructive use of the new leisure. It serves all ages and all classes.

Reasonably adequate library service includes a main library with reading room facilities; special provision for children; lending, reference, and periodical collections adequate to the needs of the community; a professional staff of high quality and adequate numbers; and such branches and other distributing agencies as the area and topography of the city may require. The book collection must be well cataloged, so that the needed book can be found easily, and such lending records established as to provide easy use and protection from loss. Hours of opening will vary with community needs.

### **The Staff**

Since a professional library staff carries on educational, administrative, and technical services, its members must be well educated, possess at least one year of library school training or its equivalent, and have special aptitude and qualifications for the particular work of each. Salaries of professional librarians should be comparable with those of other professions, and the work of professional librarians sharply differentiated from that of clerical or sub-professional workers. The staff should be of sufficient size to permit efficient operation for as many hours as may be necessary for the needs of the community.

The chief librarian should administer the entire library system and be responsible to the library board. A detailed scheme of service, based upon size, type, and resources of the library, must be worked out by the individual librarian and trustees. A committee of the American Library Association is engaged in working out basic schemes.

### **Book Collection**

To meet the varied needs and interests of a community, a broad collection of books, pamphlets, and periodicals on a wide range of subjects is necessary with intensive duplication of titles in fields of special interest, constantly freshened by the addition of new books and books on timely subjects. Special collections are needed for the reference room, the children's room, for technical, art, and other departments. Books will wear out in service and need to be replaced.

To be reasonably adequate in quantity, the library in a city of 100,000 inhabitants and over should have at least  $1\frac{1}{2}$  books per capita; in a city

of 10,000 to 99,999, 2 books per capita; and in a city of less than 10,000, 3 books per capita.

#### Measuring the Use of the Library

The active library is constantly trying, through publicity and extension agencies, to intensify and extend its service to the community. It is not satisfied to cater only to students, clubwomen, general readers, and children, but endeavors to be useful to the business interests, industrial workers, technicians, public officials, and other special groups.

Many of the most important library services cannot be measured statistically. Examples of such services are the provision of reference and study facilities, encouragement of purposeful reading by adults, special services relating to the dominant local industries, organized cooperation with the public schools, study and discussion groups, lectures, and exhibitions.

The library's book lending services can be measured statistically. Under liberal support and other favorable conditions many libraries will far exceed the following minimum standards:

#### Per Cent of Population Registered as Borrowers\*

Cities of over 100,000 inhabitants.....	30
Cities of 25,000 to 99,999 inhabitants.....	35
Cities of 10,000 to 24,999 inhabitants.....	40
Cities of 5,000 to 9,999 inhabitants.....	45
Cities of less than 5,000 inhabitants.....	50

#### Number of Books Lent Per Capita

Cities of over 1,000,000 inhabitants.....	5
Cities of 250,000 to 999,999 inhabitants.....	6
Cities of 100,000 to 249,999.....	7
Cities of 25,000 to 99,999 inhabitants.....	8
Cities of 5,000 to 24,999 inhabitants.....	9
Cities of less than 5,000 inhabitants.....	10

#### The Income Needed

Experience shows that \$1 per capita is the average minimum annual income upon which reasonably adequate library service can be maintained.

The exact minimum depends upon the size, location, and character of the community. The small city or village of less than 10,000 inhabitants must usually spend \$1.50 or more per capita and the city of 10,000 to 24,999 inhabitants, \$1.25 or more per capita to cover minimum essentials, or reduce unit costs by enlarging the area of service and support.

Communities desiring full development of library service will find it necessary to provide a support much larger than the minimum. Expert

special services in cooperation with local industries and interests, and extensive work with the public schools are examples of desirable library activities which cannot be adequately maintained upon the minimum income of \$1 per capita.

The allotment of at least 55 per cent of the total income for the salaries of the library staff (not including janitors, engineers, et cetera), 25 per cent for books, periodicals, and binding, and 20 per cent for all other expenditures is a fair standard. Local conditions involving the cost of building maintenance, the area and density of population as affecting the number of branches, and other factors, will inevitably affect the distribution. In general, the largest libraries will spend more than the percentage indicated for library salaries and less for books, periodicals and binding.

\*Based upon a three-year registration period.

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High school graduates as well as college and university students should be encouraged to enter the field of library service. If the state program as outlined in the bulletin goes into effect there will be a greater demand on library positions than the state can at present supply. As an aid to librarians and teachers who are directing the guidance program the following article issued by the American Library Association on "Training for Library Work" is included:

#### TRAINING FOR LIBRARY WORK

Library work has many attractions for persons who are interested in books and possess marked personal qualifications of scholarship and aptitude for library service. Only those, however, who have outstanding qualities of initiative, personality, high scholarship and administrative ability, or a keen interest in the accurate and evaluating type of work required for the cataloging and classifying of books can be encouraged to prepare themselves for library service. A college degree with a record of good scholarship and a reading knowledge of French and German are required for admission to most of the accredited library schools. In general the library schools discourage persons of more than thirty-five years of age from applying.

Certification requirements for library positions in many states include college education, professional library training and experience.

**Undergraduate study and preparation.** A broad culture should be the aim of the college student who expects to become a librarian. He should cultivate wide reading interests and the ability to assimilate information easily; he should acquire a good background in history and in American, English and foreign literatures, a working knowledge of foreign languages, particularly French and German, a sufficient introduction to economics, sociology, education, psychology and science to enable him to read intel-

ligently in those subjects, and some knowledge of methods of research. In addition to the general arts program just outlined, some knowledge of agriculture, art, business, chemistry, economics, education, engineering, journalism, medicine, music or political science is desirable because of their relation to service in school libraries, special libraries, university libraries and large public libraries. With the more widespread recognition of the library as a cultural and educational agency, it is particularly important that the librarian understand the political, economic, social and educational forces which condition his service.

**Employment.** Prospective students of library science are urged to consult directors of library schools and other leaders in the profession concerning library work, professional preparation and opportunities for placement. Local librarians or state directors of library service should be consulted in regard to opportunities and training necessary for local employment. Salaries in the library field today are too variable to quote.

**Student aid.** Except in rare cases, library schools discourage a student from attempting to carry part-time work. Professional study occupies his entire time, active attention and effort.

**Scholarship and fellowships.** A number of the accredited library schools have scholarships or loan funds and many colleges and universities with which library schools are connected provide general scholarships and loan funds to which library science students are eligible in competition with other students. Information about such scholarships may be obtained from library school directors. The Board of Education for Librarianship will send upon request a list of scholarships and fellowships open to librarians, and not limited to study in any one library school. It should be noted, however, that few scholarships are available for the first year study of library science.

Summer courses are designed primarily to benefit the librarian in service who is unable to devote a full year to professional training or the teacher who gives only part time to school library. With the exception of cumulative summer sessions given by accredited library schools as the equivalent of, or credited toward the completion of, a full professional curriculum, summer courses cannot be considered as substitutes for a regular library school curriculum.

**Correspondence courses** are not offered by any library school.

**Library schools.** The American Library Association conducts no course in library science nor is it connected with, or responsible for, the work offered by any institution. By authority from the Council of the American Library Association, the Board of Education for Librarianship lists as accredited those library schools which it has visited upon request and found to meet at least the Minimum Requirements for Library Schools. It does not rate or grade library schools, accredited or unaccredited. Information in this leaflet is restricted to the accredited library schools, of which a complete list, giving general information on entrance requirements, fees, degrees and purpose of training, will be sent upon request.

With the exception of the few connected with colleges for women, all library schools admit both men and women students. Catalogs should be examined carefully to determine the library school best suited to one's interests. A library school should be chosen with particular care; transfer from one school to another frequently entails loss of time and credit because of the usual requirements of one full year of study in residence. Detailed information, not included in the catalog, may be obtained from the director of each school.

**Curricula.** Each of the accredited library schools offers a one-year basal course in library science, with the exception of (1) the library schools which train for school library service and (2) the Graduate Library School, University of Chicago, which is limited to advanced study, primarily in research problems of library science. As noted in the following paragraphs, some schools afford special opportunity for training in particular fields of library work. A two-year program is offered by the library schools at the University of California, Columbia University, University of Illinois and University of Michigan. Accredited library schools not mentioned below are located at Drexel Institute, Emory University, University of Oklahoma, Pratt Institute, College of St. Catherine, University of Southern California, University of Toronto, University of Washington and University of Wisconsin.

#### **Special Curricula in the Accredited Library Schools**

(a) **Library work with children.** Special curricula are given by the library schools of Columbia University, University of Denver, Carnegie Institute of Technology, Simmons College, Syracuse University and Western Reserve University. Other schools give one or more courses. Columbia offers also a second year of specialized study in library work with children.

(b) **School library work.** The library schools at New York State College for Teachers (Albany), Texas State College for Women (Denton), Kansas State Teachers College (Emporia), George Peabody College for Teachers, and the College of William and Mary have been accredited for training school librarians. The following library schools offering a general course give also special curricula in school library work: Columbia University, which also offers a second year of study in this field, University of Denver, Louisiana State University, University of Minnesota, University of North Carolina, Carnegie Institute of Technology, Simmons College, Syracuse University and Western Reserve University. Rosary College prepares librarians for service in Catholic educational institutions. Other schools offer one or more courses.

(c) **College and university library administration** is offered as a separate course in the second year of library science study at the University of California, University of Chicago, Columbia University, University of Illinois and University of Michigan. Columbia offers also a separate course in the first year, as do the library schools of Louisiana State University, McGill University, Syracuse University and Western Reserve University. Courses on book selection for college libraries are given at

the University of Chicago and University of North Carolina. Other library schools include the subjects in other courses.

(d) **County library administration and law** is given as a required course the first year of library science by the University of California, and as an elective course by Louisiana State University and New Jersey College for Women. Other library schools include the subject in other courses.

(e) **Medical and hospital library service** is included in most library schools in courses or lectures on the various types of special library service. The University of Minnesota gave for the first time in the spring of 1937 a group of courses in hospital librarianship.

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